

MARRINGTON MIDDLE

109 Gearing Street
Goose Creek, SC 29445

GRADES 5-8 Middle School

ENROLLMENT 264 Students

PRINCIPAL Arnold Coull 843-572-0313

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	22	16	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

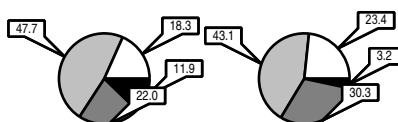
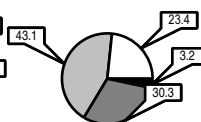
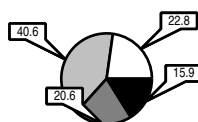
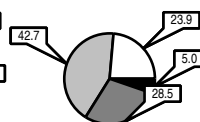
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	254	98.8	22.7	43.5	30.6	3.2	44.9	Yes	Yes
Gender									
Male	127	99.2	28.0	51.4	19.6	0.9	30.8		
Female	127	98.4	17.4	35.8	41.3	5.5	58.7		
Racial/Ethnic Group									
White	159	99.4	21.8	40.1	33.8	4.2	48.6	Yes	Yes
African-American	72	97.2	24.1	53.7	20.4	1.9	35.2	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	15.4	38.5	46.2	0.0	61.5	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	231	99.1	20.2	43.9	32.3	3.5	47.5		
Disabled	23	95.7	50.0	38.9	11.1	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	254	98.8	22.7	43.5	30.6	3.2	44.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	98.8	22.8	43.3	30.7	3.3	44.7		
Socio-Economic Status									
Subsidized meals	127	98.4	24.8	41.6	29.7	4.0	42.6	Yes	Yes
Full-pay meals	127	99.2	20.9	45.2	31.3	2.6	47.0		

Mathematics - State Performance Objective = 15.5%									
All Students	254	98.8	17.6	48.1	22.2	12.0	52.3	Yes	Yes
Gender									
Male	127	99.2	18.7	49.5	19.6	12.1	49.5		
Female	127	98.4	16.5	46.8	24.8	11.9	55.0		
Racial/Ethnic Group									
White	159	99.4	16.9	44.4	24.6	14.1	57.0	Yes	Yes
African American	72	97.2	24.1	55.6	14.8	5.6	38.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	7.7	46.2	23.1	23.1	61.5	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	231	99.1	15.7	48.5	23.2	12.6	54.5		
Disabled	23	95.7	38.9	44.4	11.1	5.6	27.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	254	98.8	17.6	48.1	22.2	12.0	52.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	98.8	17.7	47.9	22.3	12.1	52.6		
Socio-Economic Status									
Subsidized meals	127	98.4	15.8	52.5	20.8	10.9	55.4	Yes	Yes
Full-pay meals	127	99.2	19.1	44.3	23.5	13.0	49.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	72	100.0	21.5	67.7	10.8	N/A	10.8
	Grade 6	58	100.0	9.3	53.7	27.8	9.3	37.0
	Grade 7	83	98.8	29.9	53.7	14.9	1.5	16.4
	Grade 8	63	100.0	29.3	44.8	22.4	3.4	25.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	68	100.0	25.4	43.3	29.9	1.5	31.3
	Grade 6	63	98.4	33.9	35.5	25.8	4.8	30.6
	Grade 7	55	100.0	18.2	43.6	34.5	3.6	38.2
	Grade 8	68	97.1	19.7	48.5	27.3	4.5	31.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	72	100.0	20.0	52.3	21.5	6.2	27.7
	Grade 6	58	100.0	7.4	48.1	27.8	16.7	44.4
	Grade 7	83	100.0	26.5	42.6	16.2	14.7	30.9
	Grade 8	63	100.0	20.7	51.7	19.0	8.6	27.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	68	100.0	10.4	47.8	26.9	14.9	41.8
	Grade 6	63	98.4	29.0	37.1	22.6	11.3	33.9
	Grade 7	55	100.0	18.2	38.2	23.6	20.0	43.6
	Grade 8	68	97.1	22.7	57.6	15.2	4.5	19.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 264)				
Students enrolled in high school credit courses (grades 7 & 8)	21.6%	Down from 23.3%	21.6%	14.6%
Retention rate	2.9%	Up from 0.6%	2.1%	3.0%
Attendance rate	97.0%	Up from 96.7%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		3.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.8%	5.3%
Eligible for gifted and talented	14.7%	Up from 12.4%	22.8%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Up from 7.6%	11.6%	13.9%
Older than usual for grade	3.4%	Up from 2.3%	2.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 15)				
Teachers with advanced degrees	53.3%	Up from 50.0%	52.5%	48.7%
Continuing contract teachers	100.0%	Up from 94.4%	86.0%	81.7%
Highly qualified teachers**	93.3%	N/A	91.9%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.8%	5.3%
Teachers returning from previous year	76.1%	Down from 77.8%	86.6%	85.1%
Teacher attendance rate	93.8%	Down from 95.7%	94.9%	94.8%
Average teacher salary	\$42,220	Up 2.0%	\$41,640	\$40,566
Prof. development days/teacher	13.5 days	Up from 9.9 days	10.3 days	11.0 days

School				
Principal's years at school	3.5	Up from 3.0	5.0	3.3
Student-teacher ratio in core subjects	24.0 to 1	Up from 23.0 to 1	23.0 to 1	21.3 to 1
Prime instructional time	89.2%	Down from 91.4%	89.5%	89.3%
Dollars spent per pupil*	\$6,542	Down 7.7%	\$5,656	\$5,821
Percent of expenditures for teacher salaries*	49.6%	Down from 54.9%	63.1%	61.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.1%	Up from 99.0%	93.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

All children benefit from the variety of instructional programs offered at our school. A-STAR, academic assistance labs, Accelerated Reader, academic enrichment and after-school tutorial programs enable students to raise math and reading proficiencies in small-group instructional environments. Advanced students may take algebra and Honors English for high school credit. Additionally, ACE and computer science classes enable talented students to broaden their intellectual horizons.

By taking on the clerical tasks of organizing "Wednesday Papers" (student work to be sent home each week) and copying all teacher-generated work, the PTSO enables teachers to focus on instruction. It greatly enriches the school culture by coordinating school dances, fundraisers, carnivals, the sale of school supplies and numerous student incentive programs. These dedicated volunteers have logged over 2,000 hours and raised almost \$8,000 for school improvements this past year. The PTSO installed awnings, built patios and bought picnic tables this past year.

Teachers have spent a total of 158 days participating in staff development, learning and implementing instructional strategies and behavior management techniques. This training equips our teachers with the most current and challenging methods of instruction.

The results of this concerted effort are profound. Marrington Middle received an overall PACT report card rating of "GOOD" (the highest rating for schools like ours). Students have repeatedly been recognized for outstanding academic achievement in science, winning several categories in the district Science Fair, the Citadel's 2004 Bridge Competition and from the South Carolina Academy of Science. Likewise, students have received numerous accolades in language arts including: the "Lieutenant Governor's Writing Contest," "The South Carolina Young Writer's Awards" and the South Carolina Writer's Conference. Additionally, our students routinely receive the coveted Governor's Citizenship Award. Approximately 7% of our eighth graders were designated as "Junior Scholars."

The collective effort of administration, teachers, staff, community volunteers and parents at Marrington Middle School assures that our students become productive members of society and have the opportunity to maximize their social and intellectual potentials.

Arnold Coull, Principal

Bonnie Callegan, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	14	69	59
Percent satisfied with learning environment	71.4%	45.6%	64.4%
Percent satisfied with social and physical environment	76.9%	53.6%	67.2%
Percent satisfied with home-school relations	57.1%	69.6%	56.9%

*Only students at the highest middle school grade level at this school and their parents were included.